



Definition of Assessment

Assessment is the systematic and ongoing collection and evaluation of evidence of student learning according to defined standards throughout a period of time. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Quality assessment includes both the cognitive and affective domains. It is informed, purposeful, authentic, valid and reliable.

Purpose of Assessment

The purpose of this Assessment Policy is to clearly state the aims, expectations, roles and responsibilities and guidelines which relate to assessment and reporting matters at Neutral Bay Public School. It is intended for the guidance of students, staff and parents.

At Neutral Bay Public School, the primary purpose of assessment is to promote learning.

Research indicates that improving learning through assessment depends on five key factors:

- the provision of effective feedback to pupils
- the active involvement of pupils in their own learning
- adjusting teaching to take account of the results of assessment
- recognition of the profound influence assessment has on the motivation and self-esteem of pupils, both of which are crucial influences on learning
- the need for pupils to be able to assess themselves and understand how to improve.

As described by the NSW Education Standards Authority (NESA), classroom-based assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Accurate and comprehensive assessment of student performance against state-wide and national standards aids in establishing open communication, guides student learning, assists in establishing future direction, and helps to



identify areas of exemplary performance as well as those areas in need of support and assistance.

There are three approaches to assessment that contribute as a whole to student learning:

- assessment for learning
- assessment as learning
- assessment of learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of this for grading or ranking depends on the validity and reliability of activities - and its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

The four steps of assessment for students include teacher assessment and feedback, peer assessment and feedback, student self-assessment and feedback and then autonomous, self-reflective analytical learner.

Aims of Assessment

Assessment at Neutral Bay Public School aims to:

- improve students' learning;
- identify the extent of students' learning progress, supporting the provision of specific and timely feedback
- engage students in individual goal setting, monitoring and reflecting on learning
- improve the effectiveness of teachers' planning and programming, teaching, monitoring and reporting to parents;
- deepen home/school links that will enable parents to further assist with their children's learning.



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- implement reliable recording processes which allow for tracking of student progress and special programs and retrieval of data at any time.
- establish clear reporting processes which communicate achievement to parents, students and teachers.
- where appropriate refer to set criteria/rubrics that are explicit;
- include a variety of strategies and sources of evidence;
- be appropriate for each phase of schooling;
- involve consistent teacher judgement;
- assist with identification of students at educational risk;
- Provide opportunities for students to work together; and
- be sensitive to students with special needs.

Each assessment task should:

- be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable and valid, measuring what the task intends to assess, and providing accurate information on each student's achievement
- be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of, and accessible for, all students
- be part of an ongoing process where progress is monitored over time.

Roles and Responsibilities

Outlined below are the roles and responsibilities of students, teachers and parents.

Responsibility of Students

For an assessment process to truly be formative, learners must be active participants in the process, using information from the assessment experience to determine next steps on their learning path.

Students:

- develop and engage with learning goals, giving their best effort;
- co-construct and monitor learning progress against success criteria;



- provide feedback to peers;
- receive feedback from teachers and peers;
- make constructive and honest assessments of their own and others' learning;
- reflect on their learning and plan how to improve their knowledge, understandings and skills;
- complete assessable learning tasks on time (except in the case of illness or misadventure);

Responsibilities of Teachers

Through quality assessment practices, teachers identify gaps in knowledge, set learning goals and gauge the level of support needed to ensure all students achieve.

 [2024 Semester 1 Report Guidelines.docx.pdf](#)

Teachers:

- ensure that students understand and are active participants in the assessment process;
- collaborate and participate in professional dialogue and collegial work focusing on assessment practices
- engage in professional dialogue about student work in relation to the *NSW Syllabus* achievement standards and use the annotated student work sample portfolios available on the *Australian Curriculum* website to support consistency of teacher judgement;
- use formative assessment practices to inform their own teaching practice
- collect and analyse data about learning program effectiveness from student work samples and learner feedback in order to adjust programs to ensure students have the opportunity to achieve the intended outcomes and to develop subsequent learning programs;
- utilise new technologies that gather learner data in real time and provide instant feedback
- utilise evidence-based and standards-referenced assessment practices;
- develop quality assessments informed by the developmental needs of students (stage of learning) supported by the use of learning progressions;



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- track the progression of student learning in literacy and numeracy using the National Literacy and Numeracy Progressions (version 3)
- provide valid feedback to enhance future learning;
- follow the assessment schedule (timeline) and maintain records according to school policy;
- complete meaningful student reports which highlight what students know, understand and can do in relation to syllabus standards and describe student learning progress during a reporting period

Responsibilities of Executive

Executive:

- lead the development of a whole school assessment system that provides valid, reliable and consistent data to inform educational decision-making.
- communicate/distribute to staff a whole school assessment policy at the commencement of each school year and a K-6 assessment schedule to staff at the commencement of each semester.
- ensure a common storage location of assessment data is provided and accessible to all staff.
- develop and implement classroom, stage and whole school analysis strategies to regularly inform the teaching and learning programs of the school.

Responsibilities of Parents

Parents/Carers:

- communicate relevant information and feedback that may affect their child's ongoing learning.
- actively involve themselves in the learning progress of their child/ren and work in partnership with teachers to assist further learning and development

Measuring Student Achievement

Assessment will be in accordance with the NSW Education Standards Authority (NESA) and NSW Department of Education requirements. Teachers are expected to provide regular feedback to students, including on assessment tasks, so that students know how to improve and teachers know what to plan for in their teaching.



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Teachers may use a variety of assessment tools including NAPLAN, Check-in Assessments, Best Start and Phonics Screening Check data, Learning Progressions, commercial assessment tests and tools, EAL/D Progressions, anecdotal comments, observations or checklists. It is a requirement of teacher accountability that they maintain ongoing classroom-based records showing each student's learning progress and attainments.

Assessment tasks are designed to measure the extent to which students have achieved the learning outcomes specified for each Key Learning Area (KLA). All syllabuses published by NESA indicate the learning outcomes that are relevant for each curriculum.

Implementation

The school will participate in the NAPLAN assessment program each year (Years 3 & 5) and abide by the guidelines set by the Australian Curriculum, Assessment and Reporting Authority (ACARA). Individual student results will be sent home to parents and the school trend data will be presented to the P&C and those parents wishing to attend an information session. Staff will undertake item analysis of NAPLAN results which will focus on both individual and cohort future learning. The School Report, containing the student performance summary, will be available on our website and the My School website.

A whole-school assessment schedule for teachers that follows includes a variety of assessment strategies, including standardised and classroom assessment tools, providing multiple sources of information about student achievement. These may include tests and assignments, projects, observations and analysis and involvement in national standardised testing processes such as NAPLAN and Check-in assessments.

The school will develop a manageable system of keeping records that will provide a rich mixture of observations, results, reflections and discussions. Teachers will use the data they collect to make judgements about, and report on, student achievement.

Staff will participate in professional development involving the Literacy and Numeracy Progressions via the ALAN tile, SCOUT data and annotated work samples so that staff can analyse student results, cater for the students in their care and apply consistent judgements of student progress.



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Our school will progressively develop individual learning improvement plans for all students in consultation with students, parents and where appropriate, others with specific expertise. Self-assessments by students against learning intentions and personal learning goals will be a feature of our assessment framework.

The school will assess the achievements of students with disabilities in line with Policy Standards for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12. Support such as from the Learning Support Team (LST) and Assistant Principal Learning and Support (APLAS) will assist in developing individual student profiles containing learning goals for each student. Progress towards learning goals will be assessed and reported by the classroom teacher and discussed with any additional support people or groups.

Reporting to parents – components of the written report

The parents and/or carers of all students will be provided with a formal report on their child's learning twice a year in digital and print format.

The formal written report for each student will:

- use plain English
- provide information on a student's learning in each of the KLAs or subjects
- compare the student's achievement in each KLA or subject against statewide syllabus standards
- include teacher comments identifying areas of student strength and areas for further development
- provide information about the student's attendance at school
- provide information about student achievement in relation to school programs that extend or are additional to syllabus requirements
- provide information about the student's social development and commitment to learning.

Reporting to parents – learning areas

Our school will report on the 6 KLAs of English; mathematics; creative and performing arts; human society and its environment (which includes history and geography); personal development, health and physical education; and science and technology.



Reporting will focus on individual student learning progress that supports parents and/or carers to understand how their child is progressing and what can be done to support their learning growth.

2024 Reporting to Parents/Carers Schedule

[W NBPS Assessment Schedule 2024.docx](#)

Reporting to Parents/Carers Semester 1

- A parent information session will be in Week 4 of Term 1 to overview the assessment and reporting program being applied in each classroom and to orientate parents to the classroom teaching/learning programs.
- Parent Teaching Interviews will be scheduled in Week 9 and 10 of Term 1 to enable parents/carers to communicate with teachers important information relevant to the learning of their child(ren). Student Led Conferences with parents on student progress are optional.
- Formal Reports of student achievement in Semester 1 will be provided to parents in Week 10 of Term 2.

Semester 2

- During Education Week, parents/carers will be invited to visit classroom to view their child's samples/evidence of learning
- In Week 4, Term 4, Student Led Conferences with parents on student progress in learning and in achieving learning goals will occur. Parents/carers may request follow-up meetings with teachers to discuss any concerns they may have regarding the learning progress of their child(ren).
- Formal Reports of student achievement in Semester 2 will be provided to parents in Week 10 of Term 4.

Ongoing

- Teachers will contact parents at any time during the year if they feel there is a need to discuss a student's progress in detail with the parent/carer.
- Parents may make an appointment for an interview at any time during the year if they are seeking information about their child's progress.
- Students will upload samples of their work to Seesaw, enabling parents



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RFF, EAL/D and Learning and Support Programs

Teachers who hold major responsibility for teaching in any key area during the semester must complete a report on students that they are teaching.

Each student's learning progression in these areas must be discussed with the class teacher before reporting to parents to allow the classroom teacher to report in a holistic way.

RFF, EAL/D and LaST teachers may be required to discuss a student's progress with parents at any given time and to provide data related to their achievement of outcomes.

Stage leaders may require data from these teachers to be recorded on School Bytes.

Assessment Procedures

Assessment for Learning

- Teachers will use evidence from students' work to inform their teaching strategies and provide timely, constructive feedback to guide student learning.
- Students will engage with learning goals and success criteria, reflecting on feedback to improve their understanding and skills.

Assessment as Learning

- Students will take an active role in assessing their own learning, setting goals, and documenting their progress towards achieving these goals.

Assessment of Learning

- Teachers will conduct assessments at predetermined points to evaluate student learning against established outcomes and standards, providing feedback that informs future learning paths.

Reporting Procedures

Semester Reports

- Teachers will prepare and distribute individual student reports twice a year, detailing achievements in each Key Learning Area (KLA) and providing comprehensive feedback on areas of strength and areas for development.



Parent-Teacher Communication

- Regular communication between teachers and parents is essential to support student learning. This includes:
- An informational session at the start of Term 1 to overview the assessment and reporting program.
- Scheduled meetings in Week 8 of Term 1 to discuss individual student progress.
- Opportunities for parents to visit classrooms during Education Week in Semester 2.
- Student-Led Conferences Three Way interview in Week 4 of Term 4.

Ongoing Communication

- Teachers will initiate contact with parents whenever necessary to discuss a student's progress. Parents are also encouraged to request meetings at any time to inquire about their child's learning.

Record Keeping and Data Analysis

- Teachers will maintain detailed records of student progress, using a variety of assessment tools and methods to track and analyse student learning over time. (e.g., Seesaw for student work uploads)

Professional Development

- Teachers will participate in professional development activities focused on enhancing assessment practices, including strategies for effective feedback, understanding learning progressions, and using assessment data to inform teaching.

[W NBPS Professional Learning Schedule 2024.docx](#)

Evaluation

- These procedures will be reviewed annually as part of the school's continuous improvement process to ensure they remain effective and aligned with best practices in education.
- This policy will be reviewed as part of the school's three-year review cycle or earlier as required.